



EMOTION COACHING

Flitwick Mental Health Support Team



East London
NHS Foundation Trust

A decorative green leafy branch with small leaves, extending from the top right corner of the slide.

Who We Are

We are part of the Flitwick MHST and work to support children and young people, as well as families and schools with their mental health and wellbeing.

Alongside offering clinical intervention and support, we work with schools in creating and promoting mentally healthy environments.

Agenda

- What is Emotion Coaching? How does it work?
- Why Emotion Coach? What can parents do?
- Emotion Coaching Steps
- Top Tips
- Resources and Padlet
- Feedback

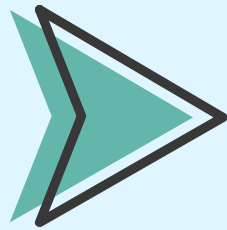


What is Emotion Coaching?



- Involves listening and talking to your child about the emotions they are experiencing in a way that supports their self-regulation.
- Helps children to name and understand their emotions, as well as teaches them ways to handle these emotions in a positive way.
- Guides and teaches a child about more effective responses.
- Helps children to feel seen, appreciated and cared for.

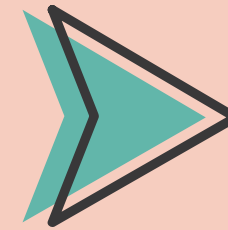
How does it work?



Uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses.



Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'heard'.



This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Why Emotion Coach?



Gottman (1997) states that Emotion Coaching can support:

Better moods and emotions

Behaviour

Formation of strong friendships

Academic achievement in school

Resilience

Fewer infectious illnesses

What parents can do?



As you prepare to use Emotion Coaching, remember these general tips:

- Be a role model.
- Think about how you handle your own emotions.
- Have empathy for your child.
- Take your child's emotions seriously.
- Be willing to understand your child's perspective.

Emotion Coaching Steps



ACKNOWLEDGE FEELINGS AND EMPATHISE:

Notice and tune in to your child's behaviour, expressions and body language. View their emotions as opportunities for connection and teaching.



LABEL AND VALIDATE FEELINGS:

Listen, validate and accept their emotions and avoid judgement. Help your child to name the emotion they are feeling. Perhaps take a deep breath and just pause for a moment. This helps to soothe the child and promote recovery.



SET LIMITS ON BEHAVIOUR:

Normalise big emotions. Set limits on behaviour to help the child understand their emotions. This also demonstrates that you are not letting them get away with negative or inappropriate behaviour.



SUPPORTIVE PROBLEM SOLVING:

End with supportive problem solving. Work with your child to explore different strategies for responding. This encourages them to consider alternative ways to handle similar situations in the future.

Step 1

Instead of calm down:

1. I SEE THAT YOU ARE HAVING A DIFFICULT TIME, LET ME HELP YOU.
2. TAKE A DEEP BREATH.

3. IF YOU NEED TO HIT SOMETHING, HIT THIS PILLOW.

4. THAT CAN BE SO FRUSTRATING, LET'S FIGURE THIS OUT TOGETHER.

5. I SEE THAT YOU ARE MAD, HOW DOES THAT FEEL IN YOUR BODY?
6. COUNT TO 10.

7. WANT TO SQUEEZE MY HAND?
8. HOW ABOUT A BIG HUG.

9. LET'S FOCUS ON FIXING THE PROBLEM TOGETHER.
10. IF YOU ARE FEELING SAD, YOU CAN TELL ME ABOUT IT.

We will often want to try and fix things and get rid of the emotion as a way of making it better.

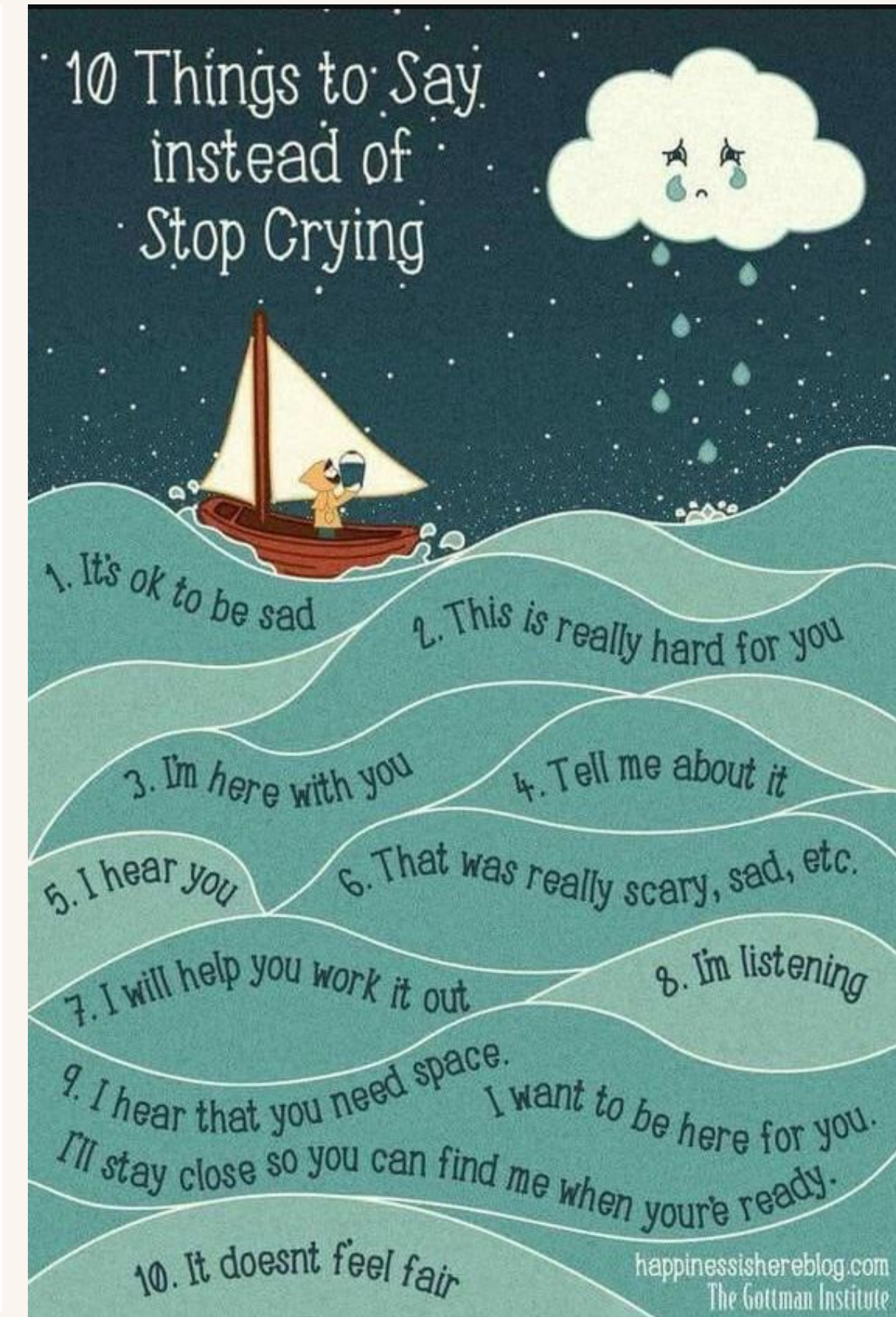
This can be seen as dismissive or disapproving of the emotion and can give the child confusing messages.

For example:

"You don't need to be upset."

"You are okay."

This may make the child feel like you don't understand them - this is why acknowledging and empathising is so important.



Step 2

VALIDATE FEELINGS AND LABEL:

Listen, validate and accept their emotions and avoid judgement. Help your child to name the emotion they are feeling. Perhaps take a deep breath and just pause for a moment. This helps to soothe the child and promote recovery.

Imagine it is the end of screen time for the day and your child gets cross because you are taking the Tablet away.

What do you think you could say to your child?

Step 2

VALIDATE FEELINGS AND LABEL:

"I can see that you get angry when that happens. I would feel angry if that happened to me. It's okay to feel like that."

"I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something."

"I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be okay. Have I got that right?"

Step 3

SET LIMITS ON BEHAVIOUR:

Normalise big emotions. Set limits on behaviour to help the child understand their emotions. This also demonstrates that you are not letting them get away with negative or inappropriate behaviour.

What do you think you could say next to set limits on their behaviour?

Step 3

SET LIMITS ON BEHAVIOUR:

"You can be mad at me, you can be angry at me but it is not okay to scream or use unkind words. Why don't we think about some of the other anger strategies we can use."

"These are the rules that we have to follow. Doing that is not okay."

"Even though you are feeling annoyed, we can't behave like that because it is not safe."

"This is not a safe place to be angry. Let's go to a safe place and then we can talk."

Step 4

SUPPORTIVE PROBLEM SOLVING:

PROBLEM SOLVING



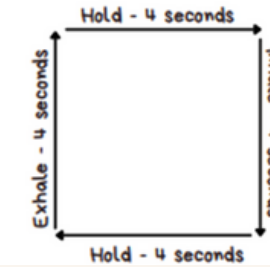
Finger breathing:

- Use your index finger to trace around the edges of fingers on your opposite hand.
- Count 1,2,3,4 and breath in as you go up the first finger.
- Count 1,2,3,4 and breath out as you go down the finger.
- Repeat until you have traced up and down all five fingers breathing in 1,2,3,4 and breathing out 1,2,3,4 each time.



Square breathing:

- Imagine you are drawing a square with your finger in the air.
- Breathe in whilst counting 1,2,3,4 as you draw the top line and then pause.
- Breathe out whilst counting 1,2,3,4 as you draw the line down the side and then pause.
- Breathe in whilst counting 1,2,3,4 as you draw the bottom line and then pause.
- Breathe out whilst counting 1,2,3,4 as you draw the line up to complete the square and then pause.



Belly breathing:

- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.



5, 4, 3, 2, 1:

Take notice of your senses by thinking of:

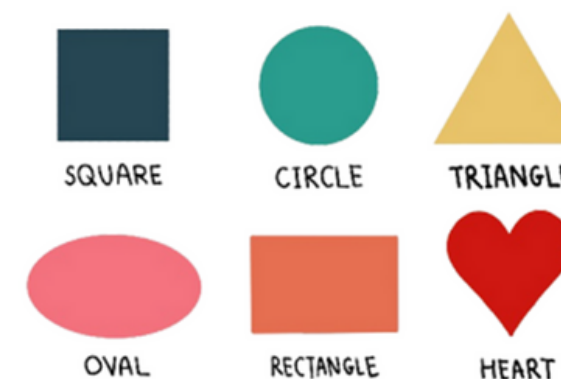
- 5 things you can see,
- 4 things you can hear,
- 3 things you can feel/touch,
- 2 things you can smell,
- 1 thing you can taste.



Search the room:

Think of a category and search the room for it. For example, look for:

- Everything that is a ... colour,
- Everything that is a ... shape,
 - Things that feel of...
 - Things made of...



Stating facts:

Think about and name facts about what is going on right now. For example, think:

- My age is...
- My name is...
- I am wearing...
- The weather is...



Emotion coaching involves

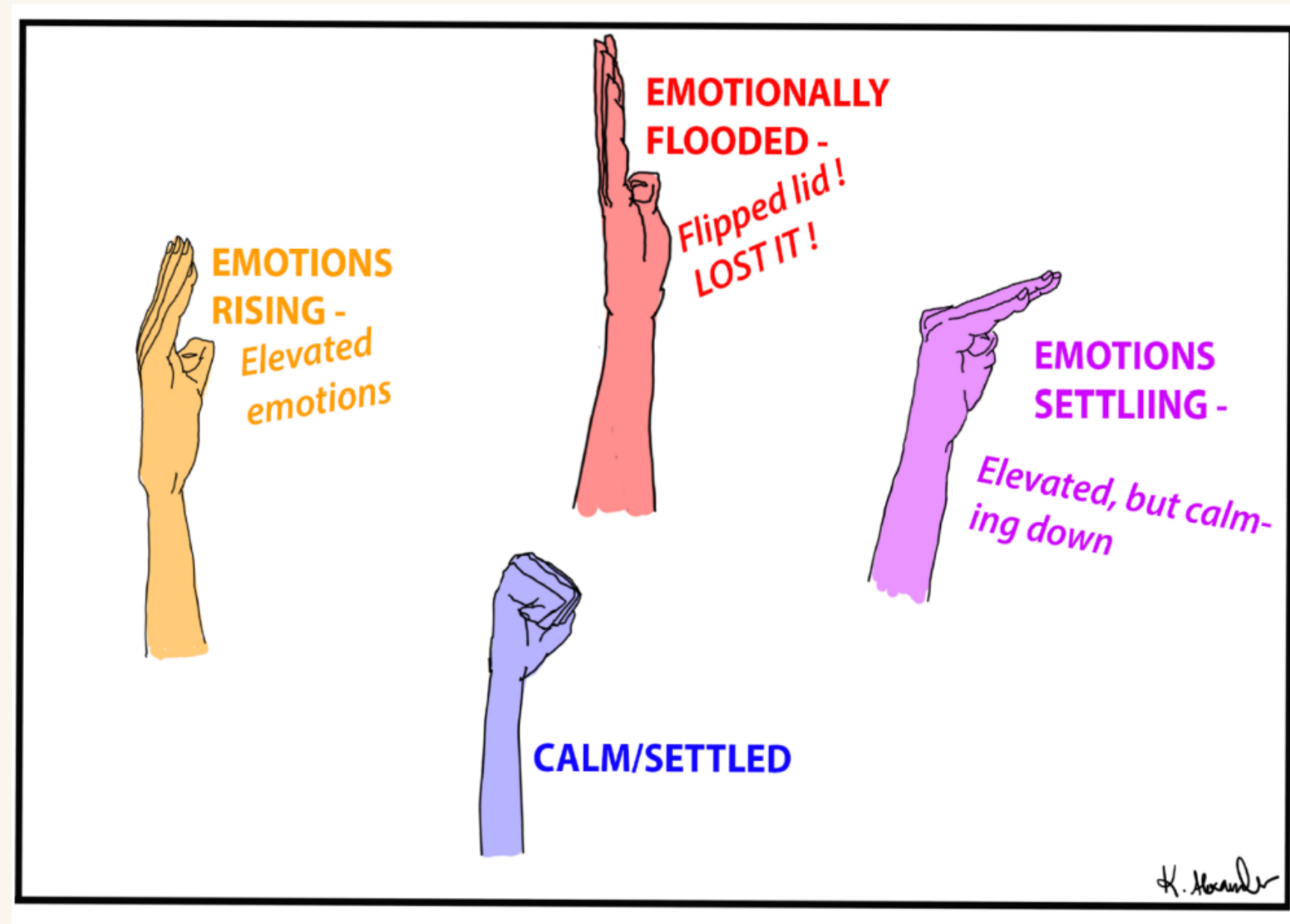


- Teaching children and young people about feelings in the moment.
- Recognising all emotions as being natural and normal and not always a matter of choice.
- Recognising behaviour as communication.
- Recognising emotional times and use moments of negative behaviour for relationship building and learning about feelings.
- Building a trusting and respectful relationship with your child.
- Helping children to have strategies to deal with ups and downs.

What not to do

- Don't try and get rid of big emotions.
- All emotions are normal, healthy and out of our control. Important to teach your child that it is okay and natural to have 'bad' emotions and it is about understanding and managing these emotions.
- Talking about something does not make it worse!
- Normalise making a repair.





<https://www.youtube.com/watch?v=qFTIjLo1bK8>



Dismissive

VS

Emotion

Supporting children to talk about emotions

- Playing emotion games.
- Acting out emotions.
- Talking about a time you have felt different emotions.
- Watching films/TV programmes
- Discussing characters in books
- Emotion check-ins
- Model discussing your own emotions

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.



top tips

Acknowledge low levels of your child's emotion before they escalate to full-blown crisis.

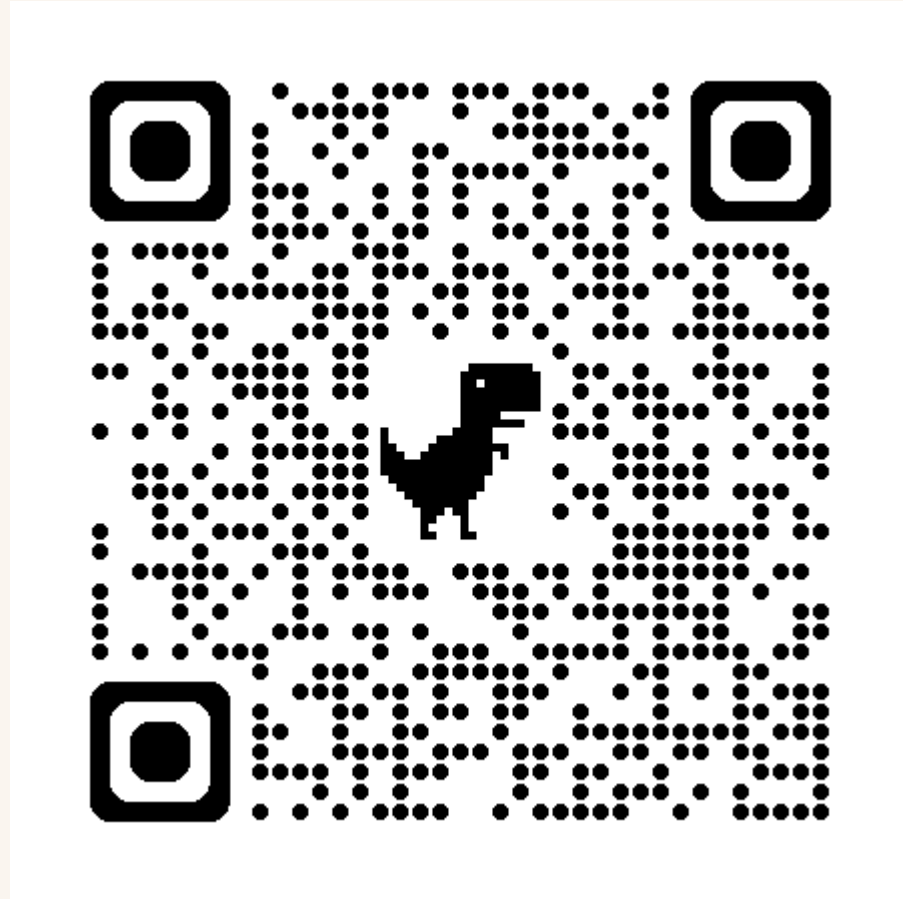
Acknowledge all emotions as being natural and normal and not always a matter of choice.

Recognise your child's behaviour as communication of an emotion they are experiencing.

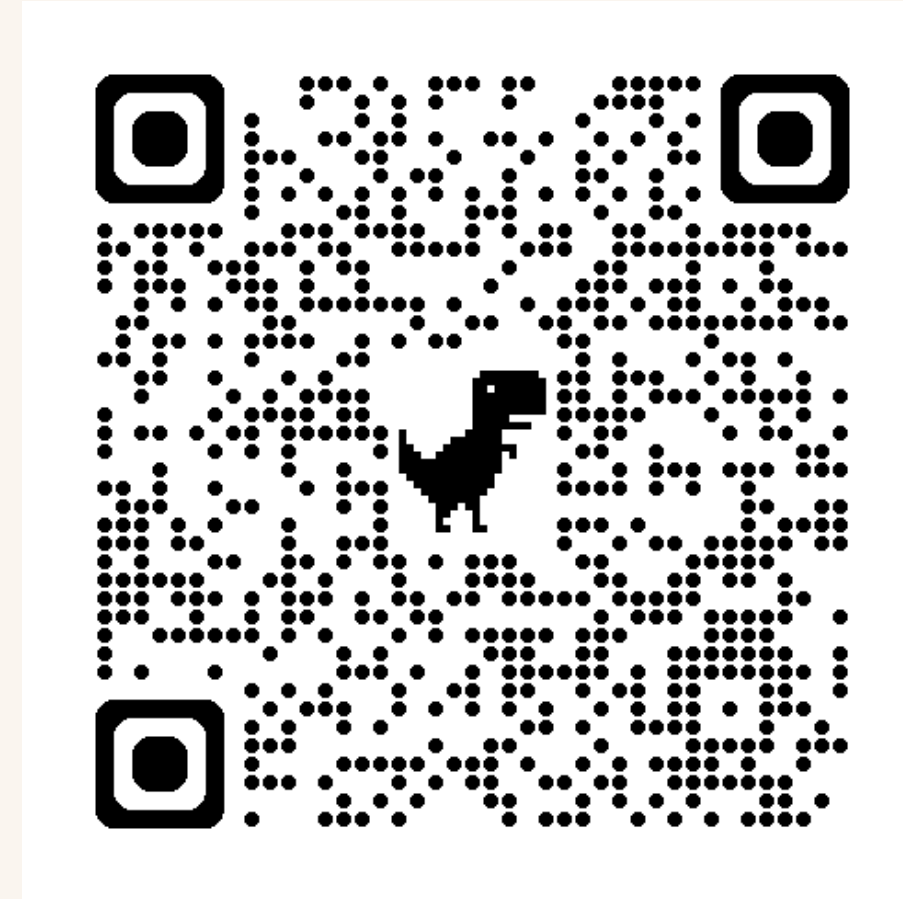


Check on how you're feeling. Are you calm and ready to Emotion Coach your child?

PADLET



Parent/carer Padlet



Child/Young Person Padlet

ANY QUESTIONS?



Please take a minute to fill
out the feedback form!

